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ABSTRACT

Designed to assist leaders in their roles as catalysts, advisors, and resource persons for the Pennsylvania Youth in Action 4-H Community Development program, the guide provides complementary educational, craft, and recreation suggestions to enhance student workbooks for three community development activity units. The first section focuses on the "Getting To Know Your Community" project for 8- to 11-year-olds, summarizing the purposes of the eight units and outlining procedures for get acquainted activities, community walking tours, scavenger and treasure hunts, recycling drives, children's story hours, and puppet shows. Another section offers ideas for leading the "Opening the Doors of Your Community" project for 12- to 14-year-olds, which examines community agencies providing police, fire, sanitation, utility, communication, health, spiritual, educational, business, and government services. The final section presents supplementary student evaluation materials for the "Your Community, Help Develop It" program for 15- to 17-year-old youth. (NEC)

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PENNSYLVANIA YOUTH IN ACTION 4-H COMMUNITY DEVELOPMENT

ADULT LEADERS' GUIDE

1980

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Pennsylvania State University, College of Agriculture Extension Service, University Park, Pennsylvania

Adapted by: *Daryl K. Heasley,* Rural Sociology Extension Specialist, *Margaret J. Balitas, Kathleen A. Butz, James J. Grippo, David N. Kinsey,* and *Mary C. Lehman,* CD Youth Agents, The Pennsylvania State University, Cooperative Extension Service.

These materials have been adapted from educational programs prepared by our colleagues in Iowa (Project 1), Arizona (Project 2), and South Carolina (Project 3). They have granted permission for our use.

This is 4-H

Young people learning to work and plan together under skilled leadership

It's big — that is the one way to describe the 4-H program. Roughly 6 1/2 million youth nationwide now belong to 4-H. However, it is not the number of youth that really counts; the real measure of 4-H is what it does for youth.

The 4-H program is part of the nationwide educational system of the Cooperative Extension Service — a three-way partnership with USDA, the state Land-Grant University, and the county governments. However, the local club is the most important unit of the total program.

Any boy or girl between the ages of 9 and 19 may join 4-H by agreeing to work on a project (individual or group) and by following the 4-H ideals and standards. The main requirement is a willingness to LEARN BY DOING — which incidentally is a 4-H slogan. This slogan should be the aim of every 4-H member and leader.

- The four H's stand for HEAD, HEART, HANDS, AND HEALTH.
- The emblem is a four-leaf clover with the letter "H" on each leaf.
- 4-H members and leaders should know the 4-H Club Pledge:

  "I pledge
  my head to clearer thinking,
  my heart to greater loyalty,
  my hands to larger service,
  and my health to better living,
  for my club, my community, my
  country, and my world."

- The 4-H colors are green and white. The white symbolizes purity and the green is emblematic of springtime, life, and youth.
- 4-H motto — To Make the Best Better.

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This is CD

Improving your community through group action

People of all ages are interested in improving the quality of their life. One of the most effective ways of doing this is through group action — people working together in groups to make their lives more productive and enjoyable. In many cases this involves the improvement of public services and facilities, such as educational and recreation areas, but it may also include improvement of personal and community relations, roadside clean-ups, and other projects.

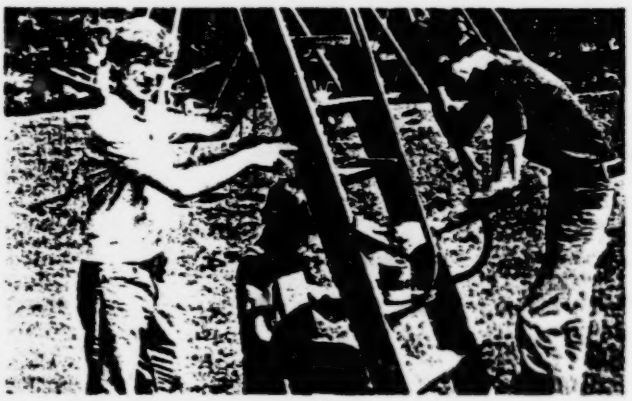
One noticeable thing about these types of projects is that they usually require a large number of people contributing effort or helping pay the cost of the improvement. On the other hand, these projects usually benefit many people in the community. Therefore, most people feel that the benefit they receive makes the effort or cost worthwhile, and they are willing to pitch in and help. With everyone contributing, things can be accomplished that no one person could do alone.

When people speak of a "community," they are usually referring to a certain geographic area. However, it is helpful to think of a community as a group of people with "common unity" — something which they share and which binds them together. This common unity could be that they live in a certain area, that they have a common heritage, that they drive over the same roads, or that they have similar problems and interests. This idea of similar problems and interests seems to be the best way of thinking about a community because it means that, whenever people have the same needs and concerns as others, they together form a community. These are the people who should work together to solve their problems no matter where they may live or what their heritage may be. Common problems and interests should lead to common action to solve the problems.

The "Pennsylvania Youth in Action" 4-H Community Development program is intended to help young persons get involved in understanding and actively contributing to their community. The result will be a better life for everyone. Your role as a catalyst, an advisor, and resource person will be interesting, challenging, rewarding, and will result in personal growth.

YOUTH COMMUNITY DEVELOPMENT IS YOUNG PEOPLE AND ADULTS

Improving the Quality of Community Life



Learning about the Roles and Functions of Local Government

Understanding Public Issues

Becoming Involved in the Process of Community Decision Making

Participating in many Community Projects and Activities

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WHY IS THE EXTENSION SERVICE INTERESTED IN YOUTH CD?

The young persons you see in your neighborhood today will live, on the average, in five or six different communities within their lifetimes. The more they learn about their present community and its decision-making process, the more effective citizens they will be in whatever community they live.

As a leader, you are helping the youth and your community. Assuming you will work with 10 youth, you will have an influence on some 50 to 60 communities where the youth will live in the future.

It is important that youth learn about the communities in which they live. As our country becomes more complex, we find that more and more of the decisions that affect our communities are made by people outside of them. In some cases, decisions are made by a few community members who may not be aware of the majority opinion in their area on the issue at hand. Consequently, such decisions often benefit fewer and fewer people in the community. Thus, young people need to be trained to be active in shaping their communities and influencing such decisions.

Every community can be improved — large or small, in the city or country, subdivision, or apartment complex. You and the people around you make up a community. This is the place to start. What will make your community better? What do the people around you think?

We hope that the contents of this guide can aid you in helping youth grow. Above all, realize that this booklet is only a guide. We hope you will go beyond its suggestions and develop your own creative ideas.

GENERAL OBJECTIVES OF YOUTH CD

Only you can develop specific objectives for the youth CD clubs in your community. In general terms, however, the youth CD program is intended:

1. To help youth think about themselves and what is important to them.
2. To help youth learn about and understand their community and the impact it has on their lives.
3. To help youth learn how to relate, individually and through groups, in order to work more effectively in community activities, programs, and organizations.
4. To help youth develop knowledge and skills in community leadership.
5. To help youth gain actual experience in carrying out meaningful community projects to improve their environment.
6. To help youth develop an interest in and concern for their community.

Adapted with permission from the Iowa State University Cooperative Extension Service.

WORKING WITH YOUR YOUTH CD CLUB

The leader's role. . . . . .

- The roles of a youth CD leader include that of guiding the youth, as opposed to ruling them, of analyzing situations and, where appropriate, altering factors that interfere with learning.
- Your role involves helping youth find out about themselves and their community. It involves helping youth decide what they want to improve in their community and helping them try to improve it.
- Sometimes youth will fail in their efforts. Your role is to help them understand why. Often a lot of learning takes place when failure is involved if they know one or two ways to prevent similar mistakes in the future.

PLANNING MEETINGS

Variety is the key to successful meetings. CD leaders report that meetings are most successful when education, crafts, and recreation are used in each meeting. We strongly suggest that leaders use a "planning sheet" to make plans before each meeting and an "evaluation sheet" to fill out after each meeting. Sample planning and evaluation sheets are included for each of the three 4-H CD projects.

Try to relate as much of your meetings as you can to community development, inlcuding the crafts and recreation.

PENNSYLVANIA YOUTH IN ACTION

The 4-H Community Development program is divided into three levels or projects that are geared to the various age categories within the national 4-H program. The divisions are:

Project 1 — "Getting to Know Your Community." This project is designed to help the 8-11 year olds become involved in

understanding their community at the level of their capabilities. It is illustrated and divided into "pieces" for this age grouping.

Project 2 — "Opening the Doors of Your Community." This project is designed to help the 12-14 year olds better understand the various agencies, organizations, and facilities that are so vital to the health of a community. The members should be encouraged to choose at least one "Door" from each of these general categories (i.e., an agency, an organization, a facility) in order to begin to understand how a community is put together to help us live a good life.
If older members have not been through this project (or its equivalent), it is a good one to use as a starter.

Project 3 — "Your Community — Help Develop It." This project is designed for promoting active participation in the community by the 15-17 year olds. It furthers community understanding.

PROJECT 1 — LEADER GUIDE

GETTING TO KNOW YOUR COMMUNITY

AGES 8-11

Adapted by: *Daryl K. Heasley,* Rural Sociology Extension Specialist, *Margaret J. Balitas, Kathleen A. Butz, James J. Grippo, David N. Kinsey,* and *Mary C. Lehman,* CD Youth Agents, The Pennsylvania State University, Cooperative Extension Service.

The materials in Project 1 — Leadership Guide — were adapted with permission from Iowa State University, Ames, Iowa.

PURPOSE OF THE EIGHT UNITS

In order to give a brief overview of all eight member units, the purposes of each of the units are listed below.

To give youth the opportunity to:

Unit 1.
Feel that you as a leader care about them.
Express who they are.
Recognize how others influence their lives.
Become conscious of the past history of their community.
Enjoy and express themselves through recreation and crafts.

Unit 2.
Identify where they go for services in their community.
Recognize what makes up a community.
See themselves as part of a larger community.
Feel that they have an identity with their group.
Enjoy and express themselves through recreation and crafts.

Unit 3.
Recognize the good and "let's improve" aspects of their communities.
Be sensitive to the fact that different people see different problems in the same community.
Become aware of the concerns of adults about their community.
Assume responsibility for making decisions within their group.
Enjoy and express themselves through recreation and crafts.

Unit 4.
Recognize what is involved in a decision by consensus.
Develop the ability to listen to each other.
Identify two major problems or concerns in their community
Tell others in the community what they are doing.
Enjoy and express themselves through recreation and crafts.

Unit 5.
Gather information on the two community concerns they have identified.
Decide on one community improvement project.
Distinguish between decision by consensus and decision by majority vote.
Enjoy and express themselves through recreation and crafts.

Unit 6.
Recognize the three types of resources needed to carry out their project.
Plan the details of carrying out their project.
Feel that you respect their ability to carry out the project.
Complete the project.
Enjoy and express themselves through recreation and crafts.

Unit 7.
Be proud of the fact that they have completed a project.
Evaluate how well they did in completing their project.
Give sincere thanks to others for their help.
Enjoy and express themselves through recreation and crafts.

Unit 8.
Evaluate how they felt about the CD program.
Recall and review the community action process.
Make plans for the continuation of their group in the future.
Enjoy and express themselves through recreation and crafts.

WHO ARE YOU?

UNIT #1
Plan your meeting ahead of time on a meeting planning sheet.

EDUCATION

1. Member's unit includes. . .
   a. Fill in the blank exercise on "Who Are You?"
   b. A CD pledge for Members.
   c. Fill in the blank exercise on "How Others Influence Me."
   d. A fun page for members.

You may want to use the pledge as a part of all your meetings. We encourage you to mix educational activities with other activities, keeping in mind that 10 minutes is about as long as the members can sit in one place at one time. For example, you may want to follow this plan: 1. Have members fill out the blanks on "Who Are You?" 2. Do some recreation. 3. Come back and discuss what they put down for "Who Are You?" 4. Do some more recreation or crafts. 5. Have them fill out the blanks on "How Others Influence Me," and so on.
Variety is the key!

2. Additional items you may want to discuss or do during your meeting. . . .
   a. What is CD?
   b. What will our club be like?
   c. How often we'll meet, where, when, how long, and to do what?
3. You may want to assign before the next meeting. . .
   a. Ask members to think about a club name and symbol.
   b. Find out from old newspapers in the library or older people in town or a museum about what the community was like when it began. (You may want to take a tour of the library or museum.)
   c. How did our community get its name?

CRAFTS

1. Have members make something that they can take home for themselves and show to others.
2. Use references and people in the community as resources.

RECREATION

1. Get acaquainted activities

Following the meeting fill out an evaluation sheet.

BE CREATIVE! ADD YOUR OWN IDEAS TO THIS UNIT!

WHAT IS A COMMUNITY?

UNIT #2
Plan your meeting ahead of time on a meeting planning sheet.

EDUCATION

1. Member unit includes. . .
   a. A section to fill in on what their community used to be like.
   b. Fill in the blank exercise on "Where Would You Go?"
   c. Drawing a map of the member's community.
   d. A space to write in their club name and symbol.
   e. A fun page.

Rather than drawing a map from scratch, it may be better to secure maps of your town or community and give one to each member. This procedure lets them locate where they live and where they go to do things and get an idea of their community. Try to develop a simple definition of a community using the members' maps and their ideas, such as "A community is a group of people within an area who have something in common."

2. Additional items you may want to discuss or do during your meeting. . . .
   a. What did the members find out about the early history of the community?
   b. How did the town get its name?
   c. What is a community?
   d. Decide on a club name and symbol.

ACTION

1. You may want to set up tours of some of the institutions in your community, such as the police or sheriff's office, the phone company, a bank, or fire department to help develop further the concept of their community.
2. You may want to do a small community improvement project of the members' choice, such as picking up trash or pulling weeds. Have youth make arrangements with park commissioners or person in charge. This would begin to

expose the members to the process they need to go through to improve their communities.

CRAFT

1. Make an identifying article that utilizes the club's name and symbol such as a tie-dyed T-shirt, a pin, or a hat.

RECREATION

1. There are many references available to help you make recreation an educational experience — use several! Check with your county Extension office.

Following the meeting fill out an evaluation sheet.

HOW DO I FEEL ABOUT MY COMMUNITY

UNIT #3

EDUCATION

1. Member unit includes. . .
   a. "Yes-No" statements about the youth's community
   b. Good things and "let's improve" things about the youth's community.
   c. A "coat of arms" for the community.
   d. A fun page.

Remember, spread educational activities between recreation, craft, and action ideas. You may want to summarize the results of the "Yes-No" statements to see if the club has total agreement, however, emphasize that there are no right or wrong answers. On good and "let's improve things," let the youth be as creative as possible. This is an initial brainstorming session which will eventually lead to consensus on one or two main concerns. For now, however, encourage all kinds of ideas.

You may want to make a big "coat of arms" on newsprint and then have all the youth put their individual ideas into the appropriate boxes. Similarities and differences among individuals should be evident.

2. Additional items you may want to discuss or do during your meeting. . .
   a. People in a community see different problems within their community. This should be evident from 1a, b, and c, above. No one is right and no one is wrong. It is important, however, to know everyone's concerns in our community as we start on a community project.
   b. Elect officers. Let the youth help decide how many officers are needed. You may want to relate them directly to the government structure of the community and call the officers mayor, councilman, sheriff, and so on.
3. You may want to assign before the next meeting. . .
   a. If you elect officers, it would probably be beneficial to have a short session on parliamentary procedure at your next meeting. You may want to have youth do this or help you do it.
   b. It is important that youth find out what concerns other people in the community have. Most youth this age have difficulty doing formal interviews, especially with adults, but they can visit informally with adults they know, such as parents, friends of their parents, grandparents, or older friends. Encourage them to find out concerns of adults they know and write them down before the next meeting.

ACTION

1. Take a walking tour of the community. Take slides, photos, or movies of good and "let's improve" things about the community with youth pointing them out, e.g., pollution, poor streets, good parks, etc. Then, *and more importantly*, have the youth arrange to meet with the town council to share the results.
2. You may want to continue tours of the institutions in your community — police station or newspaper.

CRAFTS

1. Involve people from the community to add to your ideas.

RECREATION *Be CREATIVE!*

WHAT CONCERNS ARE THERE IN MY COMMUNITY

UNIT #4

EDUCATION

1. Members unit includes. . .
   a. List of community concerns for youth and adults.
   b. Consensus game (each youth will need a pair of scissors).
   c. A fun page.

The "concerns" for the youth should be the ones they listed on Unit 3 as "let's improve" things plus any additional ones they have thought of since. The "concerns" for adults should be the ones that the youth discovered as they visited with their parents, grandparents, friends of their parents, and others in the community.

The consensus game is probably best done with recreation or crafts coming between the two parts. Be sure to bring an extra pair or two of scissors along. Stress that the first part is to be done individually without the help of their friends. You will probably have a lively discussion in the second part as they try to agree as a group.

Help them to *listen* to each other.

2. Additional items you may want to discuss or do during your meeting. . .
   a. After finishing the consensus game, try to get the group to narrow all their concerns to the top two by a consensus process. You may want to have them list all of their concerns and all of the adult concerns on one big sheet of newsprint. Then, in pairs have them agree on the top five concerns. Then have pairs go into groups of four and agree on the top five concerns. Proceed in groups of eight until you have almost all of the group agreeing on five concerns. Then have the group agree on the top two concerns. Be sure these concerns get recorded.
   b. Review what a community is.

c. Does the youth list of concerns differ from the adult list? In what ways?

d. Have the youth arrange for and visit with the local governmental unit in their community about their photos or slides if you have not yet done it.

ACTION

1. Stop in at several business places. Have the youth introduce the group, explain the club name, officers and what types of things the club is doing. The youth may want to ask the manager to display one of the posters they have made (see crafts suggestions). One 4-H CD leader who did this would ask a question and the kids would shout out an answer.
2. You may want to do another small community improvement project of the members' choice.

CRAFTS

1. As part of the crafts, have club members make posters with the club's name and symbol and/or describing 4-H CD.

RECREATION *Have Fun!*

RESOLVING A CONCERN IN MY COMMUNITY

UNIT #5

EDUCATION

1. Member unit includes. . .
   a. A page reviewing the two community concerns they have identified.
   b. A page on gathering information about their concerns.
   c. An optional page on determining the community's goals.
   d. A sheet on reaching a decision on one project.
   e. A fun page.

The first page and the top part of page two is a review of the two concerns the youth decided on during Unit #4. Once they have identified their two major concerns, they need to gather further information on both concerns. Then they will be able to make a decision on which concern to work on.

One way you might get the members involved is to have an information "scavenger hunt." Divide the club into two teams. You'll need another adult or older 4-H member so that one of you can go with each group. From the last unit, you should have two concerns on which the kids have agreed. Assign one concern to each of the teams with a list of several things they can search for concerning their problem. Here are examples — you'll need to make up your own list to correspond with the concerns chosen by your club members. You may need to talk with specific adults ahead of time to be sure they'll be around for the youth to contact.

Team one

Problem — bicycle safety

1. Go to the library. Ask the librarian if the library has any information about bicycle safety. Ask for the librarian's signature: _____
2. Talk to two citizens. Ask them what they think about bicycles on streets or roads. Ask for their signatures.

   _____

   _____

   Make a note about what they said.

   _____

   _____
3. Find a police officer. Ask what problems they've seen with bicycles. Would a bicycle safety check be helpful?

   _____

   _____

   _____

Team two

Problem — Park needs to be cleaned.

1. Go to main street. Ask two citizens what they think about the park problem. Write their comments here:

   _____

   _____

   _____

   Citizens' signatures

   _____

   _____
2. Go to the Park Commissioner's office. Ask what things have caused the problem in the park: _____

   _____

   _____

   Commissioner's signature

   _____

3. Go to the library. Ask the librarian if the library has any information about ecology. Ask permission to check out some information.

   Librarian's signature:

   _____

   Return by: First team back wins!

(Not every community has a library or even a policeman. Be sure you adapt the hunt to your locality!)

Instruct each team that the first team to return with the correct information will be the winner. Set a time limit — like one hour. After one hour both teams should return with whatever information they have. Declare the winning team. Give them lollipops if you can and the losing team could get lemon drops. (The lollipops and lemon drops fit in with Unit #7.)

Let the teams share the information they collected. Now you're ready for the "reach a decision" stage. At this point you may want to use the optional page on "determining the community's goals." This page may best be used with youth who are a little older or where there is unusually high interest in the two concerns. The intent of the optional page is to help youth realize that a community has certain goals they desire to attain. Many times taxes are used to help support these goals. These goals may differ in different communities, but if the youth's concern doesn't match the community's goals, then the youth will probably find a lack of community support. If you use the optional page, be sure you use it before your group makes its final decision on one community concern.

ACTION

1. You may want to continue tours of institutions in your community.

CRAFTS

1. You may want to have the youth make some posters or displays that highlight the concern they have chosen. These posters or displays could be used for publicity as the youth set up their plan of action in Unit #6.

RECREATION — *If at first you don't succeed, try, try, again!*

PLANNING THE ACTION — DO IT!

UNIT #6

EDUCATION

1. Member unit includes. . .
   a. A word completion game on the meaning of "resources."
   b. A work page to help plan the resources needed for the club's project.
   c. A page for use with a game on planning a successful project.
   d. A fun page.

As youth complete the blanks on the first page, talk about each of the three types of resources. The answers follow:

1. Human — a. mom b. you
2. Physical — a. toy b. tin c. cot
3. Financial — a. coin b. city

You may want to enlarge page two onto a piece of newsprint so everyone can see it. Try to get consensus on the needed resources.

This unit includes a page for playing a game. The kids will need instructions from you to help them find the "clues" for planning a successful project. Make the game like a "treasure hunt." Give the club members directions like this for finding each clue:

1. Walk 10 steps east to the great oak tree.
   Clue #1 is there for you to see.
2. Hop to the swing. It holds clue #2.
   It'll help you see just what to do.

Using different kinds of hopping or jumping will help keep the group together as well as provide recreation. Of course you will have to hide the clues before the 4-H CD group arrives, and change the directions according to where your group meets. There are many places to have the group meet in parks, building, or even stores if you ask permission. Make the directions easy or difficult, depending on the age of the members. As they discover each clue, sit down with them and discuss each one, relating it to the project the kids have chosen. Discussion suggestions follow. Be sure each member writes down the clue. This will help him/her remember it.

If possible, it would be great to have a real treasure at the end — like balloons for a "shave a balloon contest" or "blow up a balloon" contest. Or perhaps you could hide a snack of some kind, or crackers for a cracker eating contest and so on.

Here are the clues you should hide:

- Study the past

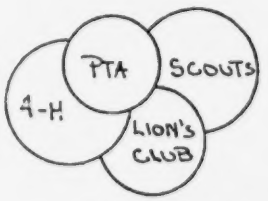
CLUE 1

Learn how long the concern has existed and what other methods have been tried to resolve the concerns of citizens.

- Involve others

CLUE 2

Involve groups or people who might like to help solve the concerns.



- Get permission

CLUE 3

Get permission from those in authority. . . town council. . . Mayor. . . township supervisors

- Get public support

CLUE 4

Use the radio, newspapers, letters, and your own mouth to tell people about what you're doing and the benefits that will result.

- Decide the Details

Who? What? When? Where? How?

CLUE 5

Discussion ideas for each clue:

1. Relate this to the project the youngsters are planning. Point out the need to know what the community thinks about the problem.
2. Help the youngsters discover other groups or individuals who could help with the project. Will they cooperate, donate money, or supply labor? Who could talk to them?
3. Relate this to the need to get permission from parents or teachers to do projects at home or school. In a community one may need the approval of the town council, sheriff, mayor, librarian, etc. Help the youth decide who will talk with these people. (They'll learn more if they take part in this step rather than the leader doing it for them.)
4. Stress the importance of publicizing the problem and the project. You may want to form a committee to handle this part of the project.
5. This clue is kind of a summary to set up the plan of action. You or a member of the club could record the details on a large poster. You may want to refer to the page the group has already completed on resources.
   a. Who will do the project? With whom?
   b. What exactly will be done?
   c. Where will you do the project? Be sure every member knows where it is and how to get there.
   d. When will you do the project? Date and time.
   e. How will the project be carried out? Write out the steps.

Committees may be necessary to help complete different parts of the project.

2. Additional items you may want to discuss or do during your meeting. . .
   a. How the presentation of slides or photos went with the city council.

ACTION

1. Begin whatever you can towards completing your project.
2. You may want to continue tours of institutions in your community.

CRAFTS

1. You may want to make something for businessmen or members of the town council or the township supervisors or the county commissioners.

RECREATION *Have fun!*

DID WE DO RIGHT?

UNIT #7

EDUCATION

1. Member unit includes. . .
   a. A check list on "lemons or lollipops."
   b. A review page entitled "What Did You Think?"
   c. A fun page.

Probably most of your time during this meeting will be spent on doing your project. Continue to involve the youth as much as possible. It is more important to let them become a part of the process than it is to have completed a "perfect" project where youth had little involvement in planning and carrying it out.

The check list is for the youth once the project has been completed. It will help them look at their involvement in the project rather than at the final result. The page on "What Did You Think?" is designed to help youth look at how they felt about the project. Feelings are an important part of all people and you may want to try to respond to each youth about what they wrote on this page.

2. Additional items you may want to discuss or do:
   a. Ask the youth to say how they felt about the project. What went well? What would they change? Was everyone involved? You may want to record their comments on a tape recorder.
   b. They may want to make special notes of thanks for people who helped them with their project. For example, they could all write a short note and sign their names on a big sheet of newsprint or a long roll of wrapping paper. Then they could deliver the thank you note to the appropriate person or group.

ACTION

1. The project, clean up, and so on.

CRAFTS

1. You may want to combine craft ideas with the thank you notes suggested above.

RECREATION — *Keep up the good work!*

WHAT AN EXPERIENCE!

UNIT #8

EDUCATION

1. Member unit includes. . .
   a. A page on what the youth thought about the project.
   b. A "mixed up" news article.
   c. A fun page.

This unit is an attempt to draw everything together from the previous units. The member's pages should be self explanatory. You may want to incorporate this meeting into a county rally as mentioned in the "action" ideas below. Three ideas for games are included in the "crafts and recreation" section. If your club wants to continue meeting as a group or to form a regular 4-H club, please try to give them help in securing volunteer leaders. Your county Extension office should be able to give some help in this area. We hope you have had a rewarding experience!

ACTION

1. County Rally — You may want to have a county CD rally at the end of the eight units where all the clubs within your county get together for activities and fun. You may want to give certificates to those members from the clubs who attended as a form of recognition. If desired, certificates can be obtained from your County Extension Office. Try to get someone from the Extension staff and/or a local governmental official to hand out the certificates. Include recreation, a sack lunch, and maybe have each of the clubs put on a skit. You may want to use the games in the "craft and recreation" section.
2. County Fair — You may want to have a booth at the county fair to allow the youth to tell others about what they have done. They may want to show some of their crafts, posters, and pictures.
3. Parades — If any of the communities have parades during the summer, you may want to see if the youth are interested in participating as a group.

CRAFTS & RECREATION

Listed below are three different games or activities for CD youth.

GAME #1

Purpose: To help youth recall and understand the community action process.

Divide your group into teams with about 10 on each team. One community action project is needed for each team.

Listed below are steps that could be taken for two different community action projects. Cut the steps apart into separate slips of paper. Mix up the slips, but don't mix slips from two different projects. Give all the slips for one project to the captain of each team. Instruct him/her to give each team member one of the slips of paper. (It could be taped or pinned to the person's shirt.) When the leader says "go," each team must line up its members in the correct sequence of steps. Help them if some steps are out of order. First team lined up properly is the winner. (When checking, you could have each member of the team shout out his step for all to hear. This would give each team a chance to hear the other project and its order.) Some steps could be eliminated without hurting the project. You will have to fit the number of steps to the size of your group.

PROJECT

Team One — Recycling Drive

Surveyed the community to see what concerns they had, found out people were concerned about recycling.

Wrote to the proper authorities to get information about recycling.

Voted to have a recycling drive.

Asked the town council for permission to use a municipal garage for the recycling drive.

Asked a boy scout club to help with the drive.

Planned when the drive would be, how to do it, and who would work at which times.

Put in the newspaper, on radio, and on posters all about the drive.

Had the recycling drive.

Thanked those who helped.

Discussed what went well and what needed to be improved about the project.

PROJECT:
Team Two — Story Hour for Children

Surveyed the community to see what concerns they had. People were concerned about children having no planned activity in the summer.

Visited another community to find out about their story hour.

Voted to have a story hour each week in the summer.

Asked the librarian for permission to use the library.

Asked a kindergarten teacher to help choose stories that would be good to read aloud.

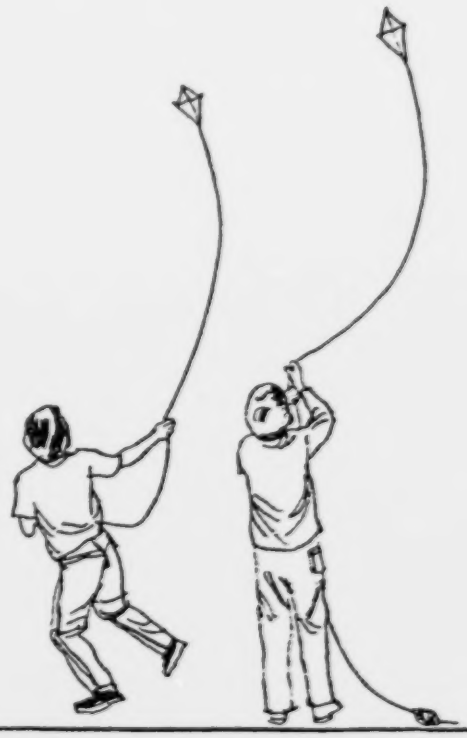
Planned when to have the story hour and who would help each time.

Put in the newspaper, on radio, and on posters all about the story hour.

Had the story hour.

Thanked those who helped.

Discussed what went well and what needed to be improved about the project.



"4-H CD Project."

2. Select at least 6 out of 12 possible "Doors" to walk through.
3. Plan each of the 6 activities in advance, to YOUR satisfaction.
4. Plan and carry out each activity before progressing to the next "Door."
5. Plan each activity with the person in charge of the department or organizations described under Doors 1 through 12.
   a) Send a written thank you note to the person conducting each tour.
6. Hold group discussions following each visit.
7. Complete community plan or map.
8. Prepare an exhibit or "Community Pride" and facts recorded to display at:
   1 — a fair, 2 — achievement day, 3 — window display, 4 — club meeting, or 5 — other public exhibition.

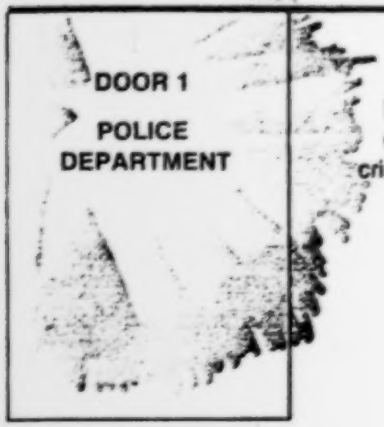
SELECT 6 OUT OF 12 POSSIBLE "DOORS" TO WALK THROUGH

1. POLICE DEPARTMENT	Police protection, crime prevention, criminal apprehension, and correction.
2. FIRE DEPARTMENT	Fire prevention, fire fighting, and fire investigation.
3. SANITATION DEPARTMENT	What becomes of sewage and garbage after it leaves our homes?
4. UTILITIES	How do we get our lights, water, and gas?
5. COMMUNICATIONS	How do communication systems work? (Phone, radio, newspaper, TV, and postal system.)
6. RECREATION	How many different recreational facilities are in or near your community? Who operates them? What "recreates" people? How are facilities financed?
7. HEALTH	Health protection and treatment systems (doctors, nurses, hospitals, clinics, nursing homes, and County Health Office).
8. SPIRITUAL	What are the churches in your community and how do they function?
9. EDUCATION	The public educational system.
10. BUSINESS	"Downtown" — Why are these businesses and industries here and who decided where they should build? What other business areas exist?
11. CHAMBER OF COMMERCE	What is the Chamber of Commerce and how does it work?
12. BOROUGH HALL OR TOWNSHIP OFFICE	What is a Borough Council or Board of Township Supervisors? How is each financed?

PLANNING YOUR PROJECT

1. Our group agreed to complete _____ (number) Doors for this project.
2. Planning our activities. We will go through the following Doors:

3. How did your group agree on which Doors to go through? How did you arrive at a group consensus? (Remember, consensus means most of the members agreed on the Doors.)



Police protection, crime prevention, criminal apprehension, and correction.

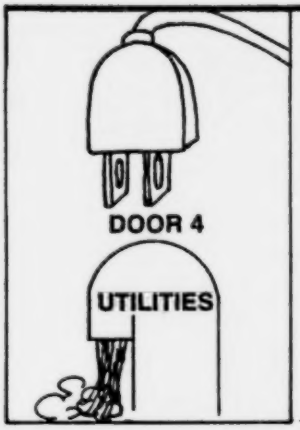
1. Call the Chief of Police and set up an appointment to visit the Police Department and Jail.
2. Call the County Judge and arrange to visit a court in session.
3. Visit the Police Department at the *appointed time*.
4. Determine how the Police Department protects your community, prevents crime, catches law breakers, and what happens to law breakers. Encourage members to ask questions.
5. Observe the Jail and find out about meals, types and frequency of crimes, length of sentences, and work programs.
6. Observe the communication system, office procedures, and equipment used by police officers.
7. Write down observations.
8. Ask questions to determine how a Police Department functions.

Fire prevention, fire fighting, and fire investigation.

1. Call the Fire Chief and set up an appointment to visit the Fire Department.
2. Arrange to watch a fire drill.
3. Arrange to visit the Fire Department at the *appointed time*.
4. Determine how your Fire Department prevents fires, fights fires, and investigates fires after they happen. Ask questions.
5. Observe fire fighting equipment.
6. Observe fire alarm system.
7. Discuss fire prevention, fire fighting, and fire investigation systems in your community.
8. Find out how your Fire Department is financed and include this information in a discussion.

What becomes of sewage and garbage after it leaves our homes?

1. Arrange to observe at close range a modern garbage truck.
2. Arrange to visit a local garbage dump.
3. Arrange to visit the city borough or Township sewage treatment plant or sanitary landfill.
4. Arrange an interview with the person in charge of garbage and sewage disposal.
5. Determine how flies and other pests are controlled around garbage dumps, sewage treatment plants, and sanitary landfills.
6. Find out how mosquitoes are controlled by your community.
7. Find out how your sanitation department and facilities are financed.
8. Arrange for a discussion of the community sanitation system and how it works.
9. Discuss one or more ways the community sanitation system could be improved.

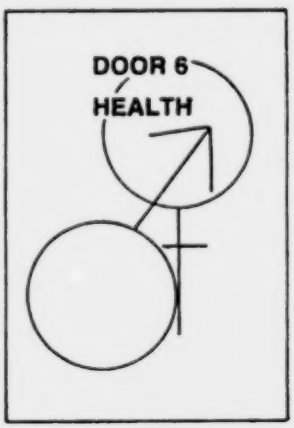


Water
Electricity
Gas

1. Find out where your domestic water supply comes from.
2. Arrange to visit the community's wells and reservoirs.
3. Find out how water is pumped from source of supply to homes and businesses.
4. Find out how water system is financed.
5. Find out how often are water samples tested by the Public Health Department or the Department of Environmental Resources.
6. Is water treated to guard against spreading of disease? What method is used?
7. Find out where your electricity comes from and how your community service is financed.
8. Find out where the gas comes from that supplies your community and how the service is financed.
9. Discuss each of the services: how they function, how they are financed, and how a community could function if these services were suddenly discontinued.

Telephone
Newspaper
Radio
U.S. Post Office
TV

1. Arrange to visit the following:
   Telephone office.
   Newspaper office.
   Radio station
   Post office
   TV station (if local)
2. Determine how each of the above communication systems function.
3. Determine how each of the above communication systems is financed.
4. Discuss the function of each of the communication systems listed above.
5. Have each group member decide which communication system is most important to your community and why.



Surgeon
Pediatrician
Obstetrician
Internist
Optometrist
Chiropractor
Osteopath

Hospital
Clinic
Nursing home
public health office.

1. Find out the difference between a surgeon and a general practitioner.
2. Find out the difference between chiropractor and osteopath.
3. Learn the meaning of optometry.
4. Discuss: optometry, surgery, osteopathy, and psychiatry.
5. Arrange to visit a hospital.
6. Arrange to visit a clinic or a nursing home.
7. Arrange to visit the County Public Health department.
8. Have a group discussion of how a doctor's office functions; how a hospital functions; and how the Public Health Service functions. How is each of these services financed?

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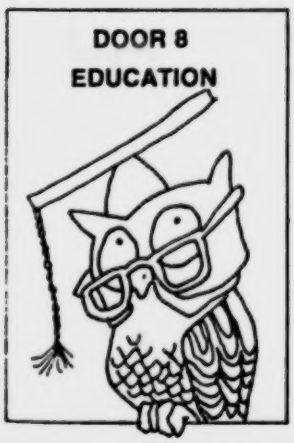
1. Determine what religious organizations are active in your community.
2. A group member should develop a complete list of organized churches in your community.
3. Discuss the similarity and differences of these churches as to basic beliefs, ordinances, financing, and church government.
4. Determine which church has the largest influence in your community and why.
5. Discuss the areas of influence the churches have in your community.
6. Arrange to visit one or more of these churches during a worship service.
7. Discuss the worship procedures.
8. Have a group discussion about the things that might happen to your community if all churches and their influences were suddenly removed from your community.



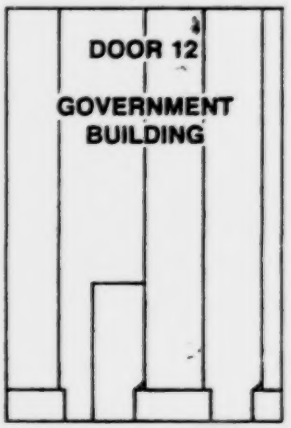
Public Schools
Private Schools
Parochial Schools
Church Sunday Schools

1. Arrange to visit a school board meeting.
2. Learn how school board members are selected, how long they serve, and what compensation they receive.
3. Discuss what decisions school boards are authorized to make.
4. Each 4-H CD member should write a complete description of how a school board functions.
5. Discuss how your local public school system is financed.
6. What percent of financing is federal, state, county, and local? Find out the cost of education per student.
7. Discuss how private and parochial schools differ in function and method of financing from public schools.
8. Discuss this question: Are church Sunday schools educational in nature?

1. Make a list of businesses within your community.
2. Classify businesses as to purpose:
   a. Service type
   b. Food
   c. Clothing
   d. Shelter
   e. Transportation
   f. Personal comfort
   g. Financing
   h. Recreational
   i. Health
3. Discuss which businesses are essential to the functioning of your community.
4. Determine why businesses are located where they are.
5. Arrange an interview with the manager of a retail business.
6. Determine what makes a business succeed or fail.
7. Determine the importance of salesmen in your community.
8. Discuss profit and its importance in a business.

1. Arrange to visit the nearest Chamber of Commerce office.
2. Determine what services are provided to the community by the Chamber of Commerce.
3. Find out how the Chamber is financed.
4. Find out how the Chamber conducts its business.
5. Find out how the Chamber elects its officers, how long they serve, and how they are compensated for their services.
6. Visit a Chamber of Commerce meeting.
7. Observe business conducted and procedures followed.
8. Find out what "Chamber of Commerce" means.

1. Make a list of recreational facilities in your community.
2. Classify recreation facilities according to who owns and operates them: Church owned, school owned, community owned, government owned, and privately owned.
3. Determine what age groups are being served by present facilities.
4. Determine if the very old and the very young people are being served by existing facilities.
5. Determine how existing recreational facilities are financed.
6. Find out how existing recreational facilities are supervised.
7. Determine whether existing facilities are adequate for your community and what other facilities should be added, if any.



Borough,
Township,
City, or County

1. Tour a Township facility, Borough Hall, City Hall, or County Courthouse.
2. Find out what services are rendered by each: the Borough Manager and/or the Mayor; Township Supervisor or Secretary; City Mayor or Manager; County Commissioner or Chief Clerk.
3. Find out how the Borough, Township, City, or County Government is financed.
4. Visit a meeting of the Borough Council, Township Supervisors, City Council, or County Commissioners.
5. Find out how Borough Council members, Township Supervisors, City Council members, or County Commissioners are selected, how long they serve, and how they are compensated for their services.
6. Find out how the mayor is selected.
7. Find out what authority is vested in the Borough Council, Township Supervisors, City Council, or Board of County commissioners.

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MAKING THE COMMUNITY PLAN OR MAP

1. Secure a street MAP OF YOUR COMMUNITY OR TOWN FOR EACH GROUP MEMBER. These may be xeroxed or copied from an original if sufficient copies are not available. If no map exists, draw one.
2. Mark the locations of the following on the community map:

- Police station
- Fire company
- Municipal dump
- Municipal sewage disposal plant
- Municipal water supply
- Electric company
- Gas company
- Radio stations
- Newspaper offices
- Post office
- Hospital, nursing homes, clinic, doctors' offices
- Churches
- School
- Business district
- Chamber of Commerce
- Park and playgrounds
- Swimming pool
- Other recreational facilities
- Municipal building
- Library
- Other public buildings
- Residential areas

3. Colored pencils will make a more attractive map and be easier to read.
4. If the group prefers, make one large community map instead of smaller individual maps.
5. Color keys should be included on the map.
6. The scale used on the map should appear in the lower right-hand corner.
7. Help in making this map may be obtained from a county planner or other draftsman.
8. Maps are for display and should be neat, complete, and colorful.
9. Maps should be kept and not thrown away after they are exhibited. (You may want to project your community into the future — 10 or 20 years, as a second year project, and expand existing facilities on this map, (or another one), to take care of expected changes.)

Door _____, _____ Systems

1. Briefly describe your activities, tours, guest speakers, etc. What did you do?

2. Describe your observations about the _____ system.

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3. How many people in your community are served by the _____ system? What groups — elderly, youth, handicapped, general public?

4. How many people in your community are employed by this system?

5. What is one strong point about the _____ system in your community?

6. What is a weakness you learned about the _____ system?

7. Who pays for the _____ system? How is it financed?

8. How long has the _____ system been serving your community? Briefly describe the history of the _____ system.

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9. Who controls the _____ system? Who decides how the _____ system should operate?

10. Group discussion. In discussing your observations with the group, in what ways did your observations differ from others? What did other members notice that you did not?

11. Briefly describe your group exhibit or display.

PROJECT 3 — LEADER GUIDE

YOUR COMMUNITY HELP DEVELOP IT!

AGES 15 — 17

Adapted by: *Daryl K. Heasley,* Rural Sociology Extension Specialist, *Margaret J. Balitas, Kathleen A. Butz, James J. Grippo, David N. Kinsey,* and *Mary C. Lehman,* CD Youth Agents, The Pennsylvania State University, Cooperative Extension Service.

Some materials in Project 3 — Leader Guide — were adapted with permission from Clemson University, South Carolina.

WHAT IS COMMUNITY DEVELOPMENT?

Definitions of community development abound in the literature. John Dunbar, director of the Cooperative Extension Service, Kansas, has defined community development in this manner: *Community development is getting people together to work on the problems they have defined as needing to be resolved in order to make their community a better place in which to live.*[1]

CITIZEN INVOLVEMENT IN COMMUNITY DEVELOPMENT IS INCREASING

Two current national trends provide impetus for persons to increase local community development efforts. First is the growing interrelatedness of agriculture with the nonagricultural sectors of society. Events in urban America influence rural America, bringing new challenges to local communities. Rural areas are becoming increasingly subject to the same problems of land, water, and air pollution; sewage and solid waste disposal; and transportation congestion that cities experience. These problems have a major effect on agricultural practices and rural life. Most decisions affecting farm regions are made not in the country but in cities and growing suburbs. Citizens must learn to deal with these external factors if their communities are to remain viable.

The second trend is the decentralization of government. In recent years, county and municipal governments have been growing faster than they were previously. Much of this increase in growth stems from a recognition by centralized government that society wants to halt or reverse the trend of centralization. Revenue sharing funds are one vehicle that has made this recent trend possible. The impact of this trend requires local officials to make more and more complex decisions. Yet, because of the recency of this change, local officials frequently do not have the technical resources and experience in working effectively with the assistance of citizens and organizations in the community.

In order to meet the challenges created by these and other trends, everyone needs to be involved.

WHAT IS COMMUNITY DEVELOPMENT INVOLVEMENT PROGRAMMING BASED ON ANYWAY?

Local citizens have most of the expertise needed to resolve community problems, and this expertise can be applied when they have an understanding of certain techniques of community development. We need approaches to community development which:

- allow and encourage us to capitalize on our own experiences and strengths and upon our own resources first in implementing needed changes.
- allow us to gain from each others' experiences and knowledge first, to identify information, knowledge, or resource gaps, and then to gain from outside organizations those resources, knowledge, or information needed.
- allow us to gain from each others' experience and strength.

Project 3 — Your Community — Help Develop It! — sets the stage for increased understanding, through sharing, to help provide a better life for everyone.

[1] Ruskin, P.D., D.K. Heasley, J. B. Munson. *Approaches to Community Development.* Videotape, 30:28 (October 1977).

I.

A. Community Development is: _____

_____

_____

_____

(See pages 2, 3, 4, in this guide as a reference.)

B. CD projects involve _____ action or decisions rather than individual actions or decisions. (Projects 1 and 2 provide ideas for stressing the necessity of group efforts vs. the individual efforts used for most other 4-H projects. In fact, awards will be given for group efforts and accomplishments in this project.)

C. CD projects usually benefit a _____ part of the community and require that a _____ number of citizens participate and contribute.

D. Name as many project areas as you can that can be considered as CD.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

(See page 2, this guide, for reference. Start with one that has a high potential for success which builds confidence.)

E. How can young people have a significant impact on conditions in their community? _____

_____

_____

_____

_____

_____

II.

A. I live in _____ community, but I have many needs and contacts that require that I associate with and depend upon people, things, and services in a much larger area. Why be concerned about changes and improvements outside the immediate community? _____

_____

_____

B. A community is: _____

_____

_____

(Project 1, Unit 2 — Community Awareness — may be used as a starting reference.)

C. Some recent improvements that have affected me are:

_____

_____

_____ (If possible, the 4-H CD club might take a field trip to a community development project site. They should find out from local government officials how the project will benefit the entire community.)

D. Some things which I like about my community are:

_____

_____

_____

(Project 1, Unit 3 — How I feel about my community — may be used as a starting reference.)

E. Some things that need improvement in my community are:

_____

_____

_____

(Project 1, Unit 3 — How I feel about my community — may be used as a starting reference.)

F. Following are some project areas that might be included in CD. Rate these in your community.

1. Housing —
   good _____ fair _____ poor _____
2. Water supply for household use —
   good _____ fair _____ poor _____
3. Solid waste disposal (garbage, etc) —
   good _____ fair _____ poor _____
4. Health services (doctors, hospitals, health dept., ambulance, etc.) —
   good _____ fair _____ poor _____
5. Crime prevention and law enforcement —
   good _____ fair _____ poor _____
6. Fire protection —
   good _____ fair _____ poor _____
7. Recreation —
   good _____ fair _____ poor _____
8. Beautification (public areas) —
   good _____ fair _____ poor _____
9. Employment opportunities —
   good _____ fair _____ poor _____
10. Hisotrical preservation —
    good _____ fair _____ poor _____
11. Environmental protection —
    good _____ fair _____ poor _____
12. Education and training opportunities —
    good _____ fair _____ poor _____
13. Local government —
    good _____ fair _____ poor _____

(Project 1, Unit 4 — What concerns are there in my community? — may be used as a starting reference.)

III.

A. Various public and private organizations and agencies are good sources of assistance in accomplishing CD project goals. Some of these agencies and organizations that might help are:

_____
_____
_____
_____
_____
_____

(Project 2 — Opening the Doors of Your Community — may be used as a starting reference.)

B. Many people occupying public offices can be very helpful with these types of projects. Some of these people and their offices are:

_____
_____
_____

(Project 1, Unit 6 — Involving others — may be used as a starting reference.)

IV. *A. The first step in solving a problem is to _____ the problem.

B. The second step is to list all of the _____ solutions.

C. Next, _____ must be gathered on each alternative.

D. Fourth, the alternatives must be _____ to determine how well they will work and what side effects they will have.

E. The fifth step is to _____ the best alternative solution based upon objective evaluation.

F. Then, you should: _____

_____

_____

G. Community development involves group action and group decision making. If the people in a group are to work together, they should agree with one another on actions that need to be taken. *Majority* means that at least one more than half of the members agree on a decision. A decision by *consensus* means most of the group is in agreement. A unanimous decision means that everyone agrees.
A decision by consensus is better than a decision by majority because:

_____

_____

_____

_____

(*IVA-g are addressed initially in Project 1, Units 4, 5, and 6.)

V. Project Records (for members).

The project given highest priority and selected as the first one to be worked on by my group was:____

Our goal was to: _____

Our group's activities were: _____

The result was: _____

Member activities within the group were, specifically: _____

_____

(Repeat for each project undertaken)

COMMUNITY PROJECT REVIEW FOR MEMBERS

*1. Will the project you selected benefit a large part of the community? _____

2. Can this project be accomplished by an individual, or does it require collective action by the group? __

_____

3. What committee(s) did you serve on? _____

_____

4. What leadership have you given during the project work? _____

_____

5. What alternatives did your group consider in selecting a project? _____

_____

6. How did your group select the best plan of action? _____

_____

_____

_____

7. Was the whole group in agreement with the selection of the project? _____
8. Did you get help from any agencies (Health Dept., Farmers Home Administration, etc.) in your work? _
_____
9. List at least three helpful hints you have learned by working with a group in getting your project accomplished.
_____
_____
_____
10. Were you able to cooperate with interested adults in this work? _____
How? _____
_____
11. Were you able to involve any other youth who were not origianlly interested in your work? _____
12. What future plans does your community development group have for other projects? _____
_____

(*Evaluation [1-12] is addressed initially in Project 1, Unit 7.)

4-H ACTIVITIES REPORT

This report will help you keep a better record of your club activities. Fill it in as you complete each assignment. Refer to this record when you are entering county, state, and national programs. Ask your local leader to explain these programs to you.

My 4-H Activities Report for the 19___ Club Year

Projects taken _____

_____

TV Member Yes ____ No ____

Program Title _____

Offices held

Club _____

County _____

Show and Tells or Demonstrations given

Local Club _____

County _____

Regional _____

State _____

News articles _____

Radio _____

TV _____

Things done to improve my health

_____

Community service or citizenship work done

By myself _____

With Club _____

Number of meetings my club(s) held this year ____

Number I attended _____

Number of new members I encouraged to join 4-H

_____

Number of boys and girls I helped with their projects

_____ In what way? _____

_____

_____

_____

Check those attended and tell how you helped

3 or 4-day camp _____

1-day camp _____

Club or county tours _____

Club picnic _____

County-wide picnic _____

Rural Life Sunday _____

County fair _____

Achievement programs _____

Roundup _____

Teen Leader Retreat _____

Pennsylvania 4-H Congress _____

State 4-H Capital Days _____

Kanesatake Leader Training Camp _____

State 4-H Days _____

Pennsylvania Farm Show _____

National 4-H Club Week _____

Others _____

_____

_____

_____

_____

Name

Address

Name of Club

Leader's Name

Name of Project

4-H Club Motto
"To make the best better"

4-H Club Pledge
I pledge
my head to clearer thinking,
my heart to greater loyalty,
my hands to larger service, and
my health to better living, for
my club,
my community,
my country, and
my world.

4-H Club Colors
Green and White